
S3 COURSE OUTLINES

2014-2015



NOVEMBER 1, 2014
ST MODAN'S HIGH SCHOOL
www.stmodans.co.uk

Introduction

This document is designed to give pupils and parents a general understanding of the courses and topics covered in the Broad General Education of A curriculum for Excellence. In each curricular area Principal Teachers have outlined the main bodies of work planned for the session. The flexible nature of the broad general education phase gives teachers tremendous scope to apply their professional skills, knowledge and creativity to deliver varied, rich and rewarding educational experiences for their children. The core national expectations for the broad general education are described through the experiences and outcomes (the Es and Os) of CFE but teachers are free to interpret these to design courses which are not prescriptive but responsive to the needs and interests of our young people. The course outlines described are indicative only – teachers may choose to vary what and how they teach the Es and Os in a different way to what is described in this document. We hope you find this information useful when supporting your son or daughter.

S3 MATHS

General Course information

Our S3 Mathematics course is an extensive and engaging mix of learning areas where all pupils are exposed to experiences and outcomes at the Fourth level CfE and beyond. Mathematics in the Broad General Education is designed to provide pupils with the opportunity to learn about a broad variety of Mathematical areas, digging deeper in to many of these, providing both challenge and enjoyment in equal measure. Pupils will realise the relevance and importance of Mathematics to the world around them and progress through learning areas with the confidence in knowledge that the skills they are learning is relevant to their life beyond school.

Prior skills and techniques will be built upon to further pupils' understanding of Mathematics, inspiring pupils to reflect their learning and become inquisitive about Mathematics and its use in everyday life. Throughout S3, learning experienced by pupils will start to dovetail with the Senior Phase qualifications.

Course Outline

Pupils in S3 will work on a number of learning areas under the umbrellas of:

- **Shape, Position and Movement**
- **Information Handling**
- **Number, Money and Measure**

All pupils will continually access Number skills work including fractions, decimals and percentages, with more discrete learning areas including:

1. Algebra – extending to factorisation
2. Shapes and related measures
3. Geometry in coordinate diagrams
4. Patterns and sequences
5. Angles and relationships
6. Further statistics



Assessment

A range of assessment methods are used throughout the Mathematics course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Pupils will be given opportunities to reflect on the work they do in class and at home. Formal homework exercises are marked, graded and recorded by the teacher. On 3 occasions through the year S3 pupils will have a full written summative test, this in conjunction with other tasks and assessment evidence will be used to provide a full report on pupil progress.

Homework

Pupils can expect to be issued with regular homework exercises to support/reinforce daily class work. This homework will be issued as and when required by a class teacher but at least once per week and should be logged in the student planner. In addition to this all pupils will be required to complete a formal homework exercise at least every 2-3 weeks. These formal exercises are common across the year group and will be marked then recorded by the faculty to measure progress

Resources

Pupils will access a large variety of textbooks, worksheets, games and other activities in class to provide them with consolidation work and inspiration for further engagement and understanding.

The following websites will be beneficial in further providing consolidation work and challenge to pupils:

<http://www.mathsrevision.com/>

<https://www.mangahigh.com/en-gb/>

Each pupil will also have access to an Edmodo page for their class and can access a large variety of further resources from there.

<https://www.edmodo.com/>

S3 SCIENCE

General Course Information

Our S3 Science Core course is an exciting mix of the three Science disciplines where pupils are exposed to challenges, experiences and outcomes at CFE Levels 3 and 4. Each of the newly devised topics of the Science Broad General Education is designed to spark imagination and creativity in our pupils whilst embedding important skills of planning, hypothesising, problem solving and evaluation. All pupils are challenged to produce work of the highest standard at a level appropriate to his/her own ability. Skills are developed throughout the course but primarily through a wide range of practical work supported by formative and summative assessment to evaluate the learning. Pupils will be directed through the topics by a subject specialist. By the end of the S3 Science course pupils will have a wide knowledge from a variety of science topics which are interesting, informative and relevant to their lives.

As well as Core Science the young people will have the opportunity to choose electives in the Sciences. This is a new and exciting project where they choose two electives and they will study their chosen topics in more depth.

Course Outline

Core Topics

Pupils in S3 will complete 6 topics; 2 of each Science discipline.

Topics include:

1. **Green Planet**—pupils will find out about the importance of plants and how they make food and will investigate transport systems in plants.
2. **Riveting Reactions**—pupils will find out about the different types of reactions and how the rate of a reaction can be altered.
3. **Electrical Energy**—pupils will learn how to find out about resistance, current, voltage and Ohm's law.
4. **Body Works**—pupils will find out how their circulatory, respiratory and breathing systems work. They will also investigate ways of ensuring the heart and lungs are kept healthy.
5. **Atoms to Compounds**—pupils will find out about the structure of the atom. They will carry out a variety of reactions to investigate compounds.
6. **Space and Forces**—pupils will learn about forces. They will measure speed and investigate friction and how it can be reduced. They will also learn the difference between mass and weight.

Each topic will last approx. 5 weeks.

Elective Topics

- A. **Gene Genie** (study of genetics, genetic fingerprinting and genetic engineering), and **Endangered Species** (study of habitats and ecosystems, research a chosen endangered species)
- B. **Formulae fun** (learn the principles of writing and using formulae) and **electrifying elements** (study of chemical cells, electrochemical series and the use of chemical cells in technology)
- C. **Waves and radiation** (explain the use of radiation and discuss how this has impacted upon society and our quality of life).

Each topic will last approximately 7 weeks.



Assessment

How and when are pupils assessed?

A range of assessment methods are used throughout the Science course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. At the end of each topic all pupils will be asked to complete a full written end-of-topic assessment which will be used in conjunction with all other assessment evidence to report on pupil progress.

Homework

Format

Homework will be given out on sheets or question booklets. There will be a variety of questions testing their knowledge and problem solving skills. They may also be asked to complete a Science Diary where, in their own words, they will present information about an experiment or activity they have conducted in class.

Frequency

All pupils will be required to complete at least one formal homework exercise per topic in addition to regular additional homework exercises to support/reinforce daily class work as and when required. Pupils should expect to complete a Science homework task (formal or informal) at least once per week – this task should be noted in planners and is likely to take approximately 20–30 minutes to complete.

Resources

S3 Documents will be made available in class and many electronically through our webpages:

Green Planet: Homework exercises 1-4

Riveting Reactions: Homework exercises 1-3

Electrical Energy: Homework exercises 1-4

Body Works: Homework exercises 1-4

Atoms to Compounds: Homework exercises 1-4

Space and Forces: Homework exercises 1-3

Elective Homework

Gene Genie: Homework 1, Homework 2 & 3 Genetics problems

Formulae Fun: Homework exercises 1-4

Homework tasks are currently under review and will be made available when completed for:

Endangered Species

Electrifying Elements

Waves

Radiation

How can parents help?

Parents/carers can help by asking the young person about their homework. They can ask them to explain what they were doing in class and what they have found out.

S3 COMPUTING

General Course Information

The purpose of the S3 Course is to develop learners' knowledge of the technological world and to develop their skills in devising computer-based solutions to problems. Computing science is vital to everyday life; it shapes the world in which we live and its future. Computing professionals play key roles in meeting the needs of society today and for the future, in fields which include science, communications, entertainment, education, business and industry.

Through the experiences and outcomes in S3 Computing, pupils will have the opportunities to develop their skills, knowledge and attributes in:

- curiosity and problem solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through graphics, animation and games development
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work evaluating products, systems and services
- presentation skills.

Course Outline

Pupils in S3 will complete a range of topics including:

- **Internet Safety:** Pupils will start recognising some of the dangers that exist on the Internet. They will learn how to recognise the dangers, and what they can do to help protect themselves. Pupils will also learn about what to do if things do go wrong and how to get help.
- **Computer animations:** This topic covers at least two different software packages used to create animations. We will also look at the history of animation and technical terms related to the creation of animation.
- **Building a games machine:** For this section, pupils will learn about how a computer system is built, looking at each of the components and comparing some choices in terms of value for money. They will work collaboratively on this project and will be required to present their findings.
- **Getting started with Scratch:** This topic is designed to introduce some basic concepts relating to making a computer game. Including the design process, as well as learning about the logic of how things interact with each other (and the user) in a computer game.
- **Databases:** In this topic, pupils will be learn about databases by using a case study of a criminal database to sort, search and store information. This is an extremely important topic for those planning on progressing to National 4/5 Computing Science.



Each topic will last approx 7/8 weeks.

Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

Having gained knowledge and understanding of the components of a computer, I can make an informed choice when deciding on the system required for a specific purpose.

TCH 3-08c

Using appropriate software, I can work individually or collaboratively to design and implement a game, animation or other application

TCH 3-09a

I can work with others to plan and use a learning group for sharing experiences, ideas and information within a secure online environment.

TCH 4-08a

By learning the basic principles of a programming language or control technology, I can design a solution to a scenario, implement and evaluate its success. **TCH 4-09a**

Through research, I can gain knowledge of computer systems or emerging technologies to understand their differing features and consider their suitability for the world of work

TCH 4-08d

I can use features of software to create my own animation which can then be used to create an animated sequence

TCH 4-09a

Ongoing formative assessment will be part of learning to track progress and ensure pupils are progressing. This is recorded as part of the pupil's Computing Profile sheet. Evidence that a pupil has achieved the required outcomes will include a wide range and variety of assessment approaches. For example, this might include software; photos; animations; blogs and wikis; podcasts; videos or designs. Written work might include reports, assignments and home learning projects.

For each unit a key piece of evidence will demonstrate a pupil's understanding of work covered:

- **Internet Safety & Computer animations:** Pupils will produce an animation to warn of the dangers online.
- **Building a games machine:** Pupils will carry out a research project to recommend hardware to someone who needs a new computer system. They will present their finding to a group or the class.
- **Getting started with Scratch:** Pupils will design and produce, test and evaluate at least two small programs.
- **Databases:** Pupils will design and create their own database as well as search and sort a given db.

Homework

Format

- **Internet Safety & Computer animations:** Research into types of animation used in popular films.
- **Building a games machine:** Worksheets on hardware terms, research on types of computer systems.
- **Getting started with Scratch:** Worksheets on Scratch. Pupils will be given sheets with programming code and be asked to describe what the program does.
- **Databases:** Worksheets on key database terms and DPA.

Frequency

All pupils will be required to complete at least one formal homework exercise per Unit. Pupils will be given a range of worksheets for each topic.

Resources

Scratch Programming: <http://scratch.mit.edu/>

Kodu Games Programming: <http://www.kodugamelab.com/>

BBC Education - Level 3: <http://www.bbc.co.uk/education/topics/zh7pr82>

BBC Education - Level 4: <http://www.bbc.co.uk/education/topics/z6qhgk7>

Edmodo

School Website: www.stmodans.co.uk

How can parents help?

Please help support your young person by encouraging them to complete homework tasks, access interactive websites and ask for help if required.

S3 TECHNICAL

General Course Information

Our S3 technical course is an exciting mix of the skills involved in Design and Manufacture and Graphic Communication where pupils are exposed to challenges, experiences and outcomes at CFE Levels 3 and 4. Each of the topics of the Technical Broad General Education is designed to spark imagination and creativity in our pupils whilst embedding important skills of planning, hypothesising, problem solving and evaluation. All pupils are challenged to produce work of the highest standard at a level appropriate to his/her own ability. Skills are developed throughout the course but primarily through a wide range of practical work in the workshop and ICT skills in the computer suite supported by formative and summative assessment to evaluate the learning. By the end of the S2 Technical course pupils will have a wide knowledge from a variety of Technical topics which are interesting, informative and relevant to their lives.

Course Outline

Units/Topics

Pupils in S3 will complete a range of topics where they will further develop their skills in design and manufacture of objects, develop drawing skills both by hand and using computer packages;

Topics could include:

1. Picture frame
2. Trowel
3. Trinket box
4. Case Study
5. Environmental drawings
6. Orthographics
7. Pictorial drawings
8. Rendering

Each topic will last approx. 4 weeks.

Assessment

How and when are pupils assessed?

A range of assessment methods are used throughout the Technical course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. At the end of each topic all pupils will be asked to complete a full written end-of-topic assessment which will be used in conjunction with all other assessment evidence to report on pupil progress.

Homework

Format

Homework will be given to look and comment on the design of everyday objects. The pupils may also be asked to download free software packages to enhance their skills.

Frequency

All pupils will be required to complete one homework exercise every fortnight.

How is it issued?

Pupils will be asked to note their homework in their planner.

Resources

Websites

S3 Documents available in class and electronically through our website

How can parents help?

Parents/carers can help by asking the young person about their homework. They can ask them to explain what they were doing in class and what they have found out.

S3 ENGLISH

General Course Information

English in S3 is a bustling and challenging affair for all concerned. The Broad General Education phase is coming to a close...and Nationals are on the horizon. So, our focus is on making sure that our young people are as well-equipped and prepared as they can be for what lies ahead. While Third Level Es and Os are still de rigueur, a number of our pupils will be showing definite signs of shading into Fourth Level. The work becomes a bit more demanding; the emphasis on independent learning and collaborative working a little more pronounced. By the end of S3, we have a fair idea of the likely progression of our young people; however, our aim is to keep an open mind and to provide as much opportunity as possible for pupils to continue to flourish and develop skills, attributes and knowledge to the best of their potential.

Course Outline

Units/Topics

- August-Jan: Two from the following contexts – Poetry, Prose, Drama, Media. Third and Fourth Level E and Os in Reading, Writing, Talking and Listening in a motivating and challenging environment. Consolidation of Third Level Experiences.
- January-timetable change: Increased focus on Literacy Unit (using SQA materials); choose one context from Poetry, Prose, Drama and Media. Examples might include: *'Of Mice and Men'*, *'Brother in the Land'*, Simon Armitage poetry, WW1 poetry, Shakespeare...
- Introduction to Added Value Unit. Sourcing materials, initial research, etc.

Assessment

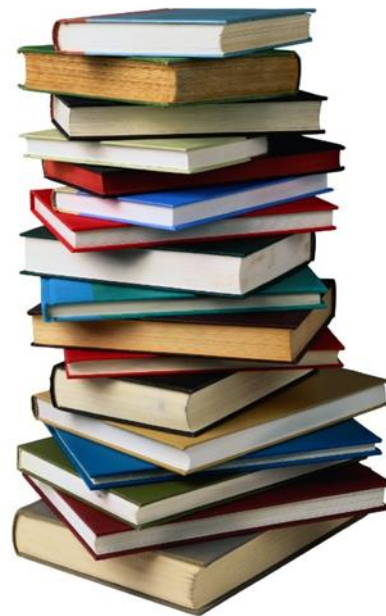
How and when are pupils assessed?

Teachers choose and plan which Es & Os they aim to assess in any given topic. These are spread over the four modes of Reading, Writing, Talking and Listening, and success criteria shared and agreed by teacher and class. Assessment is formative, used to help pupils develop skills, capacities and attributes within the BGE; most assessment is undertaken by the class teacher but opportunities for self- and peer assessment are created to encourage an ethos of respectful collaborative working and ownership of learning. Teachers are mindful of individual needs and use professional judgement and discretion at all times. Pupil/teacher discussion on progress and learning takes place on an informal, ongoing basis but opportunities for more formal discussion/reflection are created at Tracking Update times, and at the end of a term.

Homework

Format

- Daily: Personal Reading of fiction/non-fiction is an expectation. All pupils should aim to have a book or other text 'on the go'.
- Weekly: reading quality journalism – an expectation. Good Sunday newspapers (Observer, Sunday Herald, Sunday Times) offer enough quality reading material across a range of topics and subjects to suit.
- Fortnightly: Textual Analysis Booklet (from late September). Exercises on reading for understanding, analysis and evaluation of unseen passages from a variety of sources. Challenging preparation for rigours of Nationals.
- Miscellaneous: Greater focus on ownership of learning and time management: more completion, at home, of work planned or begun in class; longer-term and more demanding research tasks to complement learning and teaching covered in class, as appropriate. To include Critical Essays, Personal/Creative Writing, research and creation of Discursive Writing, planning and practising a Talk, wider reading on a related topic, and so on...



Pupils can expect at least one specific homework task (in addition to those listed above) each week which should be recorded in the student planner

Resources

To be confirmed and shared by class teachers. Many will be uploaded to our webpages throughout the session

How can parents help?

Your support is invaluable and greatly appreciated by us. You can get involved in your child's English learning and development in any number of the following ways:

- Read, Write, Talk and Listen at home as much as possible...the natural way to boost literacy skills...
- Celebrate language and languages! English, Scots, Urdu, Polish...wherever your linguistic roots lie...keep these alive in your home, in books, newspapers, conversations at the dinner table...all literacy is good literacy...☺
- Take an interest – younger pupils love to share their learning (this tendency disappears by S3 so make the most of it).
- Consider buying or subscribing to a quality newspaper...and discussing its contents. A good Sunday paper (Observer, Sunday Herald, Sunday Times) can be utilised over the course of a week.
- Help your child to use technology smartly – download a dictionary app, BBC/Sky News, Kindle app...and remember that most of these are relatively inexpensive...if not free ☺
- Speak to us if there is an issue...no matter how small it might seem. And don't hesitate to ask for help or advice.

S3 SOCIAL SUBJECTS

General Course Information

Through Social Subjects young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. Children and young people as they participate in experiences and outcomes in Social Subjects:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers



Course Outline

Units/Topics

Pupils in S3 begin the year by studying a 'common' social studies topic which relates to the theme of 'Globalisation'. This topic has 4 aspects – Slavery, Human Geography, Hunger in Africa and Ethical Trading and takes pupils to the October break.

After the October break pupils begin to personalise their curriculum by choosing between a range of topics. These topics relate generally to the discrete Social Subjects but are not a pre-requisite to making Options for S4. Pupils will study two from 4 topics and both options are studied for 2 periods each per week

Topics include:

- **Human Environments**
- **Business Organisations**
- **Atlantic Slave Trade**
- **Crime and The Law**

Pupils will study their chosen topics until late March where the whole year group returns to a 'common skills' research project as they approach their new S4 timetable

Assessment

How and when are pupils assessed?

Throughout the S1-S3 course pupils will have specific Key Assignments to complete in class and/or home.

Teachers can gather evidence as part of day-to-day learning, as children and young people describe and record, explore and analyse sources, interpret and display information, talk and debate with peers and adults, undertake investigations and present their thinking orally, in writing or in a multimedia format. Specific assessment tasks will be valuable in assessing progress at key points in the course

Key assignments (Common course)

- Diary entry on the Middle Passage – Transportation (slavery)
- Presentation on Human Geography
- Newspaper Report on Hunger in Africa
- Unit Test on Ethical Trading
-

Key Assessments include

- Knowledge of Business Organisations - series of assessments
- Knowledge and Skills of interpretation of data
- 'How Useful' Question – skills based
- Research Report on Atlantic Slave Trade
- Drawing Conclusions Series from written and statistical sources
- Research Report on Crime & The Law in Scotland

Homework

Due to the diverse nature of the Social Subjects, especially in S1-S3, independent study at home will take on a variety of exercises and tasks. The classroom teacher will provide homework when they feel it is appropriate and fits in with the work of the class and the needs of the pupils but will be issued at least once per week to all pupils who should record it in the student planner

Here are some examples of regular independent activities that pupils in the Social Subjects Faculty will be expected to do to reinforce learning in the classroom or in preparation for future learning.

- **Traditional "ink exercise"** homework tasks based on exam-style questions
- **Completing a task**
- **'Tweet Sheet' Summary:** Pupils have to sum up the main points of the lesson in 140 characters.
- **'Sum it Up':** Pupils should summarise key learning concepts in 20 words.
- **'Question Time':** Pupils should prepare a question and answer for a recap as a starter activity for the previous lesson.
- **'WWW and EBI: What Went Well and Even Better If':** Pupils are asked to write a review

their progress at the end of the week including what they have done well this week and what they think they need to improve upon.

- **'I Want to Know'**: Pupils have to write down a question that they want to find out from the next lesson or a question that they are struggling with.
- **'News Round'**: Pupils are encouraged to watch the News or to read the newspaper over the weekend to encourage discussion at the start of the week.
- Pupils may be also issued with more formal homework during topics as and when necessary

Essential to all the Social Subjects is the need for pupils to learn about the world they live in by watching, listening and reading about their world. This should involve:

- reading quality newspapers e.g. The Sunday Herald
- researching the internet: e.g. BBC
- watching news and current affairs on TV e.g. Channel 4 News
- Watching documentaries on TV/Internet e.g. The History Channel
- Listening to the radio. E.g. Radio 4 The Today Programme
- Having a conversation with friends, family and relatives about current affairs, history or business. It's amazing what you can learn from your parents!

Resources

Electronic powerpoints and workbooks will shortly be uploaded to our webpages

How can parents help?

Buy quality newspaper or encourage your child to access free new websites eg Guardian Newspaper is free and interactive online

S3 MODERN LANGUAGES

General Course Information

The Modern Languages S3 course is engaging, purposeful, experiential and challenging. Pupils are exposed to more mature topics with more breadth and depth than those in S1 and S2. Pupils are also given some experience of National level coursework to prepare them for the Senior Phase. Through film, pupils are exposed to cultural issues and as such develop their analytical skills both in English and in French. Pupils also take part in a Web quest where they must book a virtual trip to Paris under Budget and present their findings in French.

In line with the National agenda on the 1 plus 2, which outlines that all pupils will be exposed to mother tongue plus 2 languages by the end of S3, our pupils continue to study three periods of French and one period of Spanish each week. Throughout this course, pupils have the opportunity to further develop the four skills of Listening, Reading, Talking and Writing in a variety of different ways while also continuing to develop core Skills for Learning Life and Work such as ICT and collaborative working skills. Our curriculum allows pupils to access the experiences and outcomes at CFE Levels 3, 4 and potentially 5. Each topic is progressive and builds upon prior learning. Learning is interactive, accessible, challenging and uses the most up to date and engaging resources to give our young people real purpose to their learning. Our learning environment provides challenge for all but at the same time takes into consideration the values, needs and abilities of all learners. As such, all pupils are challenged to produce work of the highest standard at an appropriate level. Skills development is ongoing and is supported by formative and summative assessment to evaluate learning. By the end of S3 in French, pupils should be able to speak and write about use of technology in current society, book and organise a trip to Paris and present findings in French, converse in French to buy Train Tickets and critically review a French film. They should also be able to access appropriate Reading and Listening activities on these topics. In Spanish, pupils should be able to engage in basic conversation talk about their hometown and at least one Spanish town in Spanish.

Course Outline

Units/Topics

- **Les Vacances using perfect and imperfect tenses** – August until October
- **Les Voyages/Webquest** – October until December
- **Les Nouvelles Technologies** – January until April
- **Film Study (French Cinema)** - May/June



Assessment

As in S2, pupils are assessed both formatively and summatively throughout the course. Formal

assessment for each topic takes place at the end of the unit and each assessment focuses on one of the four skills of Talking, Reading, Writing or Listening although will also incorporate Literacy, Numeracy, Health and Well Being and Skills for Learning Life and Work. Much of the assessment will also be done through daily learning and teaching. Pupil work will be assessed by the teacher, self-corrected or shared and marked by peers. Teachers will discuss progress with young people during tracking update periods and next steps will be established. Assessment evidence will continue to be collated in SMART Folders.

Homework

The Modern Languages Department recognises the importance of homework as an integral part of the S3 Curriculum. Homework issued in the Modern Languages Department relates directly to the topic/skill currently being developed in class. All homework, whether learning or written, is designed to underpin and reinforce understanding of learning. All pupils must record homework in their homework planners. Homework may take the form of learning/memorising/revising (vocabulary and grammar), Reading/Writing tasks or preparation for Listening and Talking activities.

Homework will be issued every lesson and will be marked through a combination of Teacher and Peer Marking. Homework will be taken from booklet issued to all pupils, language websites outlined in Pupil Planner and supplementary materials provided by class teacher. Homework tasks should take around 20 minutes

Resources

Websites (see below)

- Linguascope Beginner/Intermediate (username *stmodan05* and password *wisdom*)
- Español- extra (username *stmodan05* and password *losandes*)
- Francais-extra
- Languages Online
- Hello Mylo
- BBC Learning Clips

French and Spanish Music

How can parents help?

Please help support your young person by encouraging them to complete homework tasks, access interactive websites and ask for help if required.

S3 RELIGIOUS EDUCATION

General Course Information

Remaining within the Broad General Education, S3 pupils in RE can expect to build on their learning in S2, and continue to enjoy exposure to a wide range of activities and experiences. With the same four capacities in mind, young people are encouraged to embrace more challenging tasks, utilise prior knowledge and skills to produce work of a high standard, and continue to develop independent study skills. From S2, pupils are encouraged to be open-minded, creative and confident in working with others. Independent learning is developed through meaningful and purposeful homework tasks. Progress in S3 is assessed formatively, using Fourth Level Experiences & Outcomes from This Is Our Faith, and success criteria shared with pupils to maximise ownership of learning. Assessment evidence is recorded, and held in a portfolio which follow each young person till the end of S3, by which time progress, areas of strength and areas for further development are very much in evidence.



Course Outline

The S3 Course consists of the following Units:

- Unit 1 - Radical Jesus
- Unit 2 - Signs of God - Sacraments
- Unit 3 - Advent & Christmas
- Unit 4 - Nicky Cruz
- Unit 5 - Get Global (Sectarianism & Africa)
- Unit 6 - Lent & Easter
- Unit 7 - Called to Love
- Unit 8 - The Old Testament Issues

Assessment

How and when are pupils assessed?

Teachers choose and plan which Es&Os they aim to assess in any given topic. These are spread over the four modes of Reading, Writing, Talking and Listening, and success criteria shared and agreed by teacher and class. Assessment is formative, used to help pupils develop skills, capacities and attributes within the BGE; most assessment is undertaken by the class teacher but opportunities for self- and peer assessment are created to encourage an ethos of respectful collaborative working and ownership of learning. Teachers are mindful of individual needs and use professional judgement and discretion at all times. Pupil/teacher discussion on progress and learning takes place on an informal, ongoing basis but opportunities for more formal discussion/reflection are created at Tracking Update times, and at the end of a term.

Homework

- At the end of each unit pupils will complete a homework task.
- Miscellaneous: completion of work begun in class; discussions at home, research tasks, wider reading, writing tasks, etc...as appropriate, to complement learning and teaching covered in class.

Resources

'Called to Love' Workbooks

St. Modan's RE Course Booklets

How can parents help?

Your support is invaluable and greatly appreciated by us. You can get involved in your child's Religious and Moral development in any number of the following ways:

- Read, Write, Discuss and Listen at home as much as possible to the issues covered in RE.
- Take an interest in your child's Religious and Moral Development.
- Help your child to use technology smartly.
- Speak to your child's RE teacher if you need information. And don't hesitate to ask for help or advice.

S3 ART & DESIGN

General Course Information

In S3 Art and Design, learners will have greater opportunities for personalization and choice. They will be able to build on prior achievement, develop new skills and apply them in challenging contexts. They will work through the process of Investigation and research followed by development of the original personal ideas and a choice for a fully worked final solution. All years follow this method with a greater emphasis on depth of research and development expected from S3. They will progress the skills of evaluating and appreciating.

Course Outline

Units/Topics

1. Projects in media of choice.
2. Design Process



Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks.

EXA 4-02a

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work.

EXA 4-03a

Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum.

EXA 4-04a Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work.

EXA 4-05a

By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions.

EXA 4-06a

I can analyse art and design techniques, processes and concepts, make informed judgements and express considered opinions on my own and others' work.

EXA 4-07a

A range of assessment methods are used throughout the course which include formative and

summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher.

Formative assessment is used throughout the course in practical work discussing techniques and approaches and identifying next steps, this will be used in conjunction with all other assessment evidence showing what the pupil has learned (make, say do, write) to report on pupil progress.

Homework

Format

This can take various forms from design brief, story board, drawing task.

Frequency

All pupils will be required to complete at least 1 formal homework exercises per topic in addition to regular additional homework exercises to support/reinforce daily class work as and when required.

How is it issued?

Pupils will be given a range of worksheets for each topic. We encourage pupils to practise their drawing and painting skills regularly at home and to keep a personal sketchbook to develop their skills, collect information and explore their own ideas.

Resources

BBC Bitesize

Edmodo as directed by teacher

www.nationalgalleries.org

www.vam.ac.uk

Photo editing - pixlr.com/

Art Encyclopedia - www.artcyclopedia.com/

BBC Arts and Culture - www.bbc.co.uk/arts/0/

Art Materials - www.winsornewton.com/resource-centre/

Impressionism - www.impressionism.org/

Scholar - <http://scholar.hw.ac.uk/scotland>

SCRAN - www.scran.ac.uk/

www.bbc.co.uk/schools/gcsebitesize/design/textiles

<http://www.youtube.com/watch?v=RJvOgS2g8pk&feature=related>

<http://www.youtube.com/watch?v=bKKff0TXJR0&feature=channel>

<http://www.vam.ac.uk/page/b/botanical-illustration>

<http://www.coroflot.com/zoon-design/plants-illustration>

<http://www.theartcareerproject.com/> ART CAREERS – all you want to know

<http://www.bbc.co.uk/arts/yourpaintings/artists> SEARCH MAJOR ARTISTS

<http://www.bbc.co.uk/arts/> GOOD for what's happening in the arts

<http://www.youtube.com/watch?v=sOAsjYgTK-8> WHACKY, FUN designers

<http://designhistorytimeline.com/> INTERACTIVE design history timeline

How can parents help?

Check planner regularly and discuss homework tasks. Encourage pupils to sketch and draw.

S3 MUSIC

General Course Information

S3 pupils will have the opportunity to select two instruments and work independently with teacher support to develop their Performing Skills as part of a group and solo. They will cover a broad range of Listening topics to further develop their understanding of musical concepts and will experience a variety of technology based composition activities.

Course Outline

Topics include:

1. PERFORMING

- Choice of two instruments

2. LISTENING

- World Music, Scottish, Vocal styles
- Kodály – Aural awareness
- West Side Story

3. COMPOSITION

- World Music
- Rhythm
- Samba
- Technology based composition activities



Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

I have experienced the energy and excitement of presenting/performing for different audiences. **EXA 4-01a**

I can give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear. **EXA 4-16a**

I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication. **EXA 4-17a**

Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas. **EXA 4-18a**

Having reflected on my personal experiences, including participation and engagement with professionals, I can listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work. **EXA 4-19a**

Ongoing formative assessment will be part of learning to track progress and ensure pupils are progressing. This is recorded in 'Pupil Workbook' in the Assessment Log by teacher. As part of the class routines pupils will be asked to self assess by means of their "Pupil Diary". Pupils will record performance regularly and will be asked to review their performance, perform for teacher or peers. Pupils will also complete a Listening test

Homework

Pupils are encourage to practice their selected instrument regularly at home or to attend supported

study.

Understanding Music Concepts worksheets are issued and should be used by pupils when studying at home

Pupils will be given a range of worksheets for each topic.

Resources

www.educationscotland.gov.uk/learnlisteningonline/index.asp

www.musiclisteningrevision.co.uk/

- **Learning and Teaching Scotland:** This site has a wide range of support material for pupils studying music.
- The **BBC information** site and provides information on a wide range of music topics, useful to research for all students.
- The **Scottish Association for Music** site is useful for parents and musicians as it looks at modern trends in Scottish Music Education.
- **Thinkquest** provides information on basic musical terms, composers and instruments. Useful to all who study music.
- **Chordfind** and **8notes** are useful sites for all guitarists who are not sure how to find a chord on their guitar or who are looking for new music to play.
- **Learn listening on line**, an interactive resource for music students

How can parents help?

Check planner regularly and discuss class work and homework. Look over 'Pupil Workbook'.



S3 PHYSICAL EDUCATION

General Course Information

In S2 and S3 pupils are given the opportunity to develop performance through a range of challenging activities. They will be encouraged to take greater responsibility for learning and adopt a variety of leadership roles within the class. Pupils will have a much greater awareness of their own and others performance and be able to describe and explain strengths as well as be able to suggest ways to improve. Pupils will be given opportunities to select activities and experience working with others both cooperatively and competitively. Pupils will use technology to help analyse performance.

Course Outline

Units include:

1. MOVEMENT SKILLS, COMPETENCIES AND CONCEPTS

- Movement Skills e.g. Combining movements, footwork, Shape, pattern
- Fitness Needs (Physical and Skill Related) e.g. Agility, speed, anticipation, endurance
- Strategy e.g. creating space, passing around and between defenders, teamwork and support, width, depth
- Organisation of Time e.g. Mismatch games, drills, conditioned games, variety of competitions

3. COOPERATION AND COMPETITION

- Help the teacher, help others e.g. organise equipment, help lay-out equipment, organise practise and play, record information, give feedback, leadership roles
- Work for the benefit of others, help classmates to develop, appreciate various level of ability, admire effort
- Work positively e.g. recognise your 'starting point', expect to achieve, value your performance and effort, value your improvement
-

3. EVALUATING AND APPRECIATING

- Recognise and appreciate strengths and weaknesses

HOW WILL WE DO IT?

- observing others
- observing games
- recording information
- giving feedback

WHAT WILL WE LOOK AT?

- skills
- strategies
- movement
- fitness

WHERE WILL WE DO IT



- individual practices
- partner practices
- co operative practices
- competitive practices

Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. **HWB 4-21a**

I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. **HWB 4-22a**

While learning together, and in leadership situations, I can:

- experience different roles and take responsibility in organising a physical event
- contribute to a supportive and inclusive environment
- demonstrate behaviour that contributes to fair play. **HWB 4-23a**

I can:

- observe closely, reflect, describe and analyse key aspects of my own and others' performances
- make informed judgements, specific to an activity
- monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. **HWB 4-24a**

Ongoing formative assessment as part of learning will allow the teacher to track progress and ensure pupils progress. Pupils will be recorded during performance and be asked to evaluate their own and others strengths and areas for development. Physical competencies will be assessed against agreed criteria in each activity as well as subjective judgements made on personal qualities related to cooperation and competition. Pupils will use their workbook to record personal reflection.

Homework

Physical Education is fundamentally is a practical subject however homework tasks are given to:

- Consolidate the work undertaken in class.
- Encourage students to research sporting activities in the local and wider community.
- Explore opportunities that are available to participate in sporting activities out with school.
- Encourage pupils to develop the practice of working on their own.
- Encourage pupils to develop their investigative skills and increase their knowledge and understanding.
- Develop literacy skills and become familiar with the concepts and terminology used in PE.
- Allows pupils to become familiar with the types of questions they will come across in exams.

To reinforce the value of homework, staff will:

- Ensure pupils write homework tasks in their student planner.
- Give pupils paper copies of homework tasks.
- Review all homework promptly and use to inform learning.
- For some homework tasks, display final pieces of work on the notice-boards within the PE Department.
- Keep a record of all homework issued and returned.

Homework Tasks

S1/S2/S3

All pupils will be given homework tasks in PE. This may involve doing some research or to follow up the work that they have been doing in class. Often pupils will be given a choice of methods with which to complete this work. For example they could produce a poster, an investigation, give a talk or discuss the information that they have found out with their peers, in small groups or as a class.

Pupils will be given at least one week to complete homework tasks.

Pupils in S1 and S2 will be asked to complete log books about their performance in physical activities this work will often be given as homework tasks.

Pupils can expect to receive at least one piece of formal homework per term.

Resources

www.bbc.co.uk/bitesize

www.badmintonengland.co.uk

www.youtube.co.uk

www.bbc.co.uk/sport1/hi/academy/default.stm

www.topendsports.com